



# Okemos Public Schools District Data Review

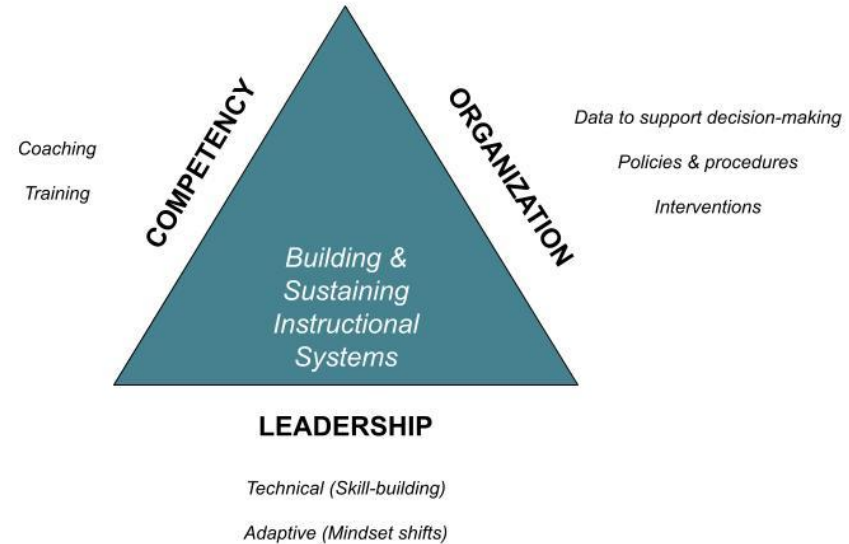
Stacy Bailey, Assistant Superintendent for Curriculum & Instruction  
Heather Pricco, Director of Special Education  
Dr. Lara Slee, Director of Diversity, Equity & Inclusion

*March 2025*

# Building & Sustaining Instructional Systems

At the district level, the Department of Curriculum & Instruction supports and directs the equitable & inclusive improvement of:

- Decision-Making
- Leadership & Change Management
- Instructional Systems
- Student Experiences



# Building & Sustaining Instructional Systems

## Multi-Tiered System of Supports (MTSS)

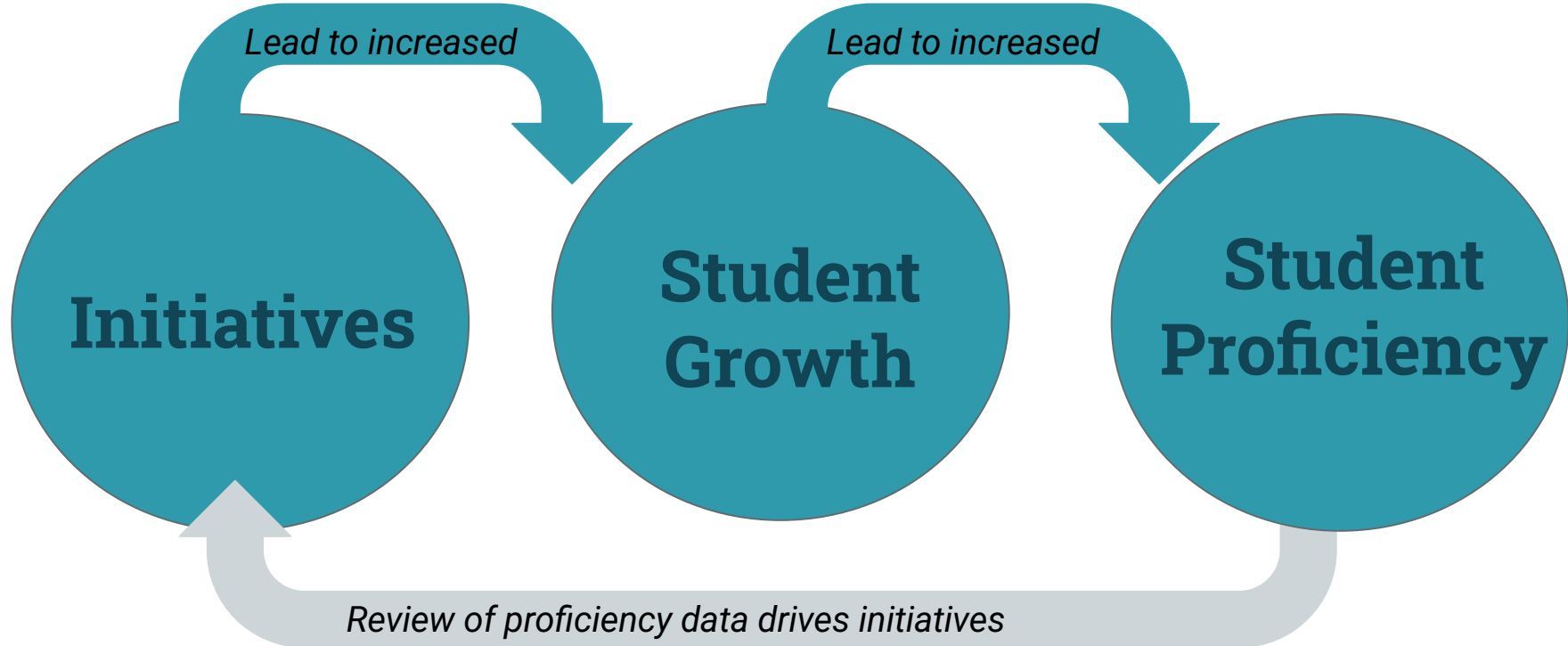
### Technical Problems

- Creating and Sustaining MTSS Committee
- Developing MTSS Intervention Protocols- Academic & Behavioral
- Universal Screening Implementation
- Resource Allocation for Tiered Supports
- Professional Development/Training
  - Formative Assessment Practices
  - Sheltered Instruction Observation Protocol (SIOP)
  - Early Literacy

### Adaptive Challenges

- Creating a Growth Mindset Culture
- Shifting Mindsets Around MTSS as a General Education Initiative
- Developing a Culture of High Expectations for All Students
- Supporting Teachers in Differentiating Instruction
- Reducing Chronic Absenteeism & Increasing Student Connectedness through relationships, SEL, and engagement strategies
- Ensuring Collaboration Across Teams

# District Goal Setting Process



# Fall

- MAP Reading Fluency (K, 1)
- MAP Growth Reading (2-10)
- MAP Growth Math (K-10)
- BASC-3 BESS (3-12)



- Present Spring State Data & Set Achievement Goals
- Present District Benchmark Data & Set Growth Goals

# Winter

- MAP Reading Fluency (K, 1)
- MAP Growth Reading (K-10)
- MAP Growth Math (K-10)
- BASC-3 BESS (3-12)



- Present Benchmark Data & Monitor Growth Goals
- Monitor Progress of District Initiatives

# Spring

- MAP Reading Fluency (K, 1)
- MAP Growth Reading (K-10)
- MAP Growth Math (K-10)
- BASC-3 BESS (3-12)



- Present Benchmark Data & Evaluate Growth Goals
- Evaluate Success of District Initiatives

# Student Growth Data

## *Benchmark Assessments*

- NWEA Reading Fluency
- NWEA MAP Growth- Reading & Math

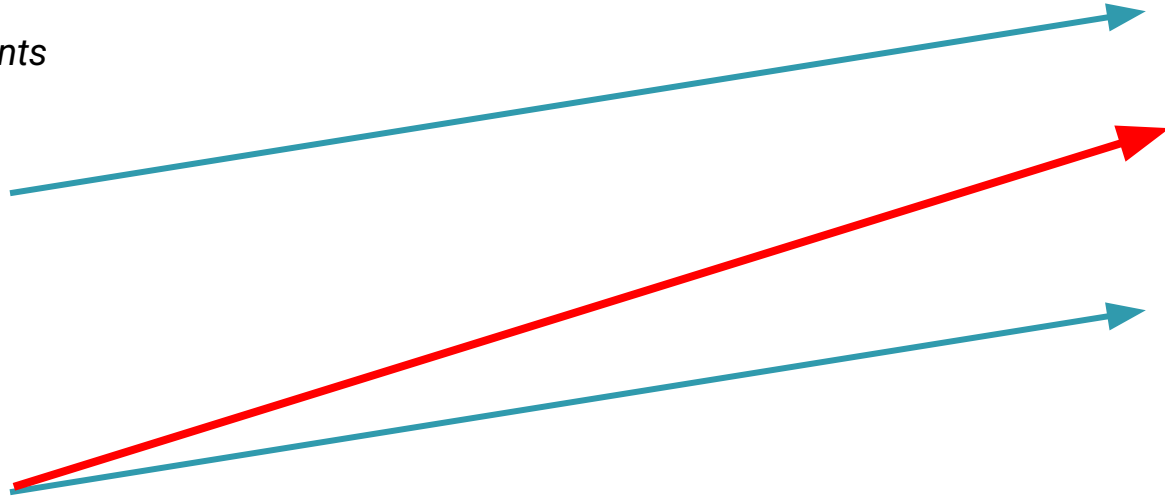
## What is Projected Growth?

- The average growth of students who were in the same grade and began the same term at a similar score based on the most recent norm study.
- Growth measures student progress *over a period of time*
- Considers the advancement or improvement in a student's skills, knowledge, and abilities
- How a student has evolved over the course of their educational journey
- Examples: NWEA, student height changes
- It is NOT “years of growth”

# Projected Growth

Projected growth based on  
average 50th percentile

*3rd Grade Students*



To close the opportunity gap, students need to  
consistently exceed their projected growth.



# Growth Data & Goals- NWEA

*If students have an increase in expected growth on NWEA, then it will lead to an increase in student proficiency on M-STEP.*

	Fall-Spring 23-24 Actual Data	Fall-Spring 24-25 Goal (Includes 10th grade)
K-9th grade students that met their expected <b>growth in literacy</b>	<b>54.5%</b>	<b>62.5%</b>
K-9th grade students that met their expected <b>growth in math</b>	<b>58.5%</b>	<b>66.5%</b>

# Midyear Data Checkpoint

Fall-Winter	Literacy % Met Expected Growth	Math % Met Expected Growth
All	48.3%	57.9%
Economically Disadvantaged	41.6%	51.5%
Multilingual Learner	53.3%	55.8%
Special Education	40%	54.5%
Asian	50.9%	60.5%
Black or African American	40.1%	54.8%
Hispanic	50.4%	56%
White	47.8%	57.5%

# Current/Continued MTSS Supports & Initiatives

## Students

Provide Learning Supports:

- Universal accommodations
- K-4 SEL Curriculum
- After school tutoring
- Summer school & tutoring



## Educators

Improve & Enhance Instruction:

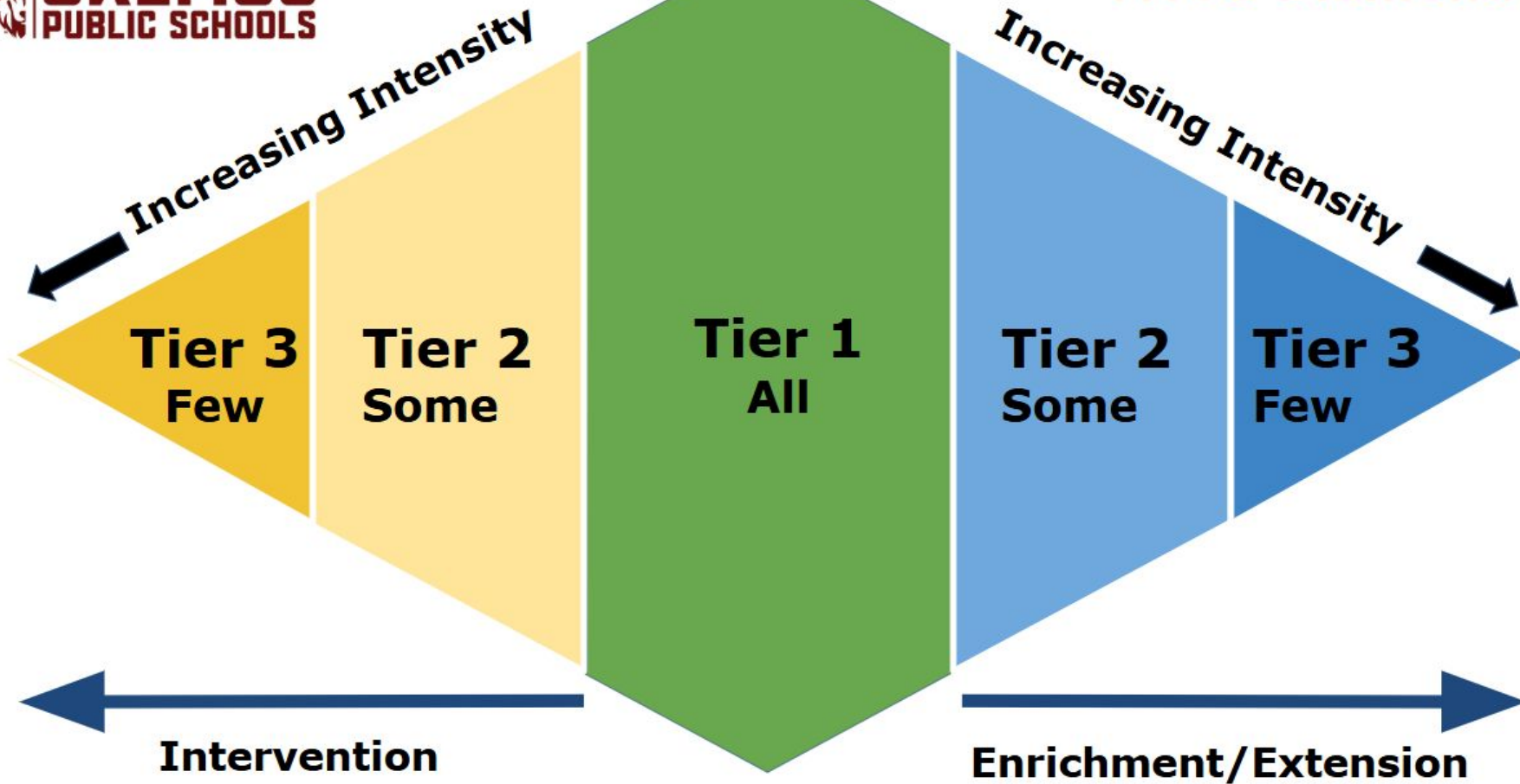
- Universal Design for Learning through Assessments
- PreK-5th Literacy PD
- Multilingual learning PD
- 5-6 Standards Based Grading



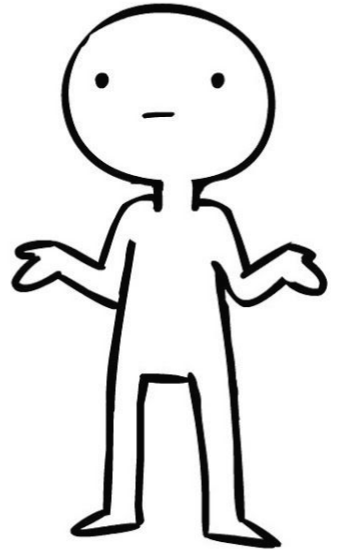
## Organization

Systemic & Aligned Support:

- Instructional coaching model
- 5th-12th department vertical alignment
- Intervention analysis
- OHS Academic Growth Day
- Multilingual Learners Committee



**Supporting student  
success by  
*meeting them  
where they are.***



# Supporting Academic Growth

*Our MTSS Approach*

# Multilingual Learners (ML)



## OPS Equity Plan

Goal 1.2 Teach and practice the skills necessary for working with people from diverse cultures and backgrounds.

Goal 6.2 Utilize both quantitative and qualitative methodologies to explore and evaluate efforts to improve equity in academic proficiency among students.

## Training in the SIOP Model

The SIOP model is a research-based and validated instructional model that has proven effective in addressing the academic needs of MLs.

- *Opportunity for all educators*
- *20 educators trained 2023-2024*
- *30 educators registered so far this year*

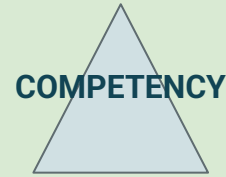
## Evaluation of current programming

Using the Language Assistance Program Profile & MDE Monitoring Indicators Checklist

## Guidance for grading ML students (K-12)

Provides recommendations based on WIDA proficiency levels.

# Literacy in Grades PK-5



## OPS Equity Plan

Goal 1.2 Teach and practice the skills necessary for working with people from diverse cultures and backgrounds.

Goal 8.3 Conduct periodic review of school policies by collaborating with students, staff, caregivers, and community members.

## PK-5th Literacy Supports (35J grant)

- Training on the science of reading for all PK-5th grade educators
- Additionally, 43 educators have taken or are enrolled in LETRS training
- Upcoming: Classroom and building libraries



# OHS Academic Growth Days

## Tier 3 Academic/Behavior Intervention



### OPS Equity Plan

Goal 5.2 Teach students critical thinking skills.

Goal 6.2 Utilize both quantitative and qualitative methodologies to explore and evaluate efforts to improve equity in academic proficiency among students.

- **Who is included?**
  - All students failing 2+ classes qualify for support
  - Average # of students that qualify: 60, Average # of students who attend: 45
- **What happens?**
  - Students will spend the day in the Library with certified staff helping them work through tasks. Admin, counselors and social workers will also drop in as needed. A short lesson on executive functioning skills is taught to help students improve their skills to perform better in classes.

<b>Quarter 1</b>	<ul style="list-style-type: none"> <li>● 58% of students reduced the number of failing classes</li> <li>● 75% of course grades improved</li> </ul>
<b>Semester 1</b>	<ul style="list-style-type: none"> <li>● 62% of students reduced the number of failing classes</li> <li>● 68% of course grades improved</li> </ul>

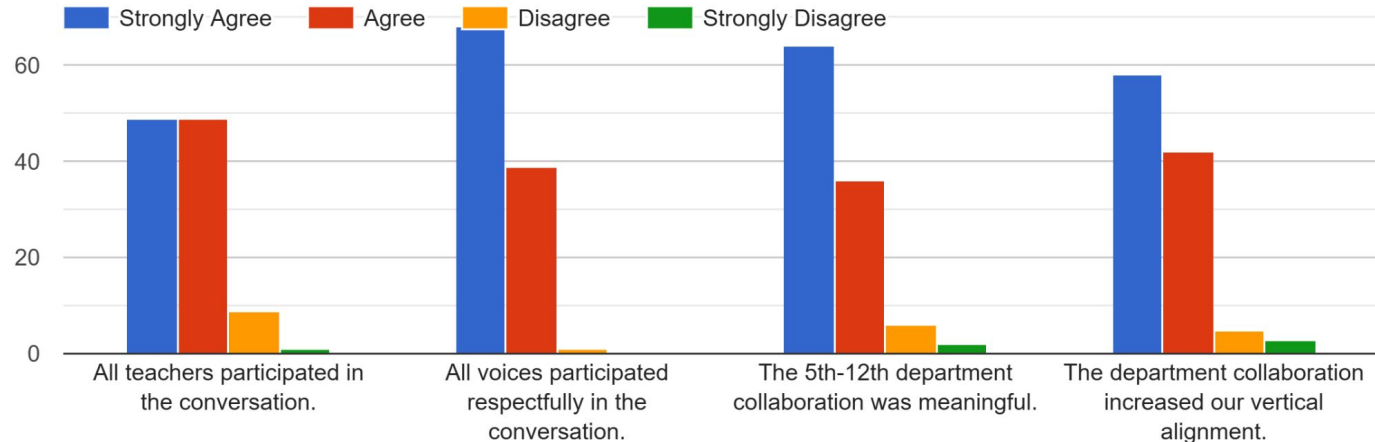
# Collaboration Between Levels



Perception Data  
from Secondary  
Department Vertical  
Meetings on Nov. 1

All 5th-12th grade  
teachers  
participated.

District Department Collaboration- PM



# Youth Participatory Action Research



Four secondary teachers from OPS will participate in after-school professional development sessions designed to support them in understanding the components of Youth Participatory Action Research (YPAR). They will then be supported with coaching and consultation as they incorporate YPAR in their curriculum and teaching.

## Michigan State University Partners

Dr. Joanne E. Marciano  
Associate Professor of English Education

Dr. Vaughn W. M. Watson  
Associate Professor of Secondary English Education

## OPS Equity Plan

Goal 1.1 Provide people with opportunities to explore, reflect, learn more about, and celebrate themselves and one another.

Goal 4.3 Develop skills to interact effectively and respond to all cultural differences in a knowledgeable, respectful, and positive manner.

Goal 5.2 Teach students critical thinking skills.

Goal 6.2 Utilize both quantitative and qualitative methodologies to explore and evaluate efforts to improve equity in academic proficiency among students.

# Social Emotional Data

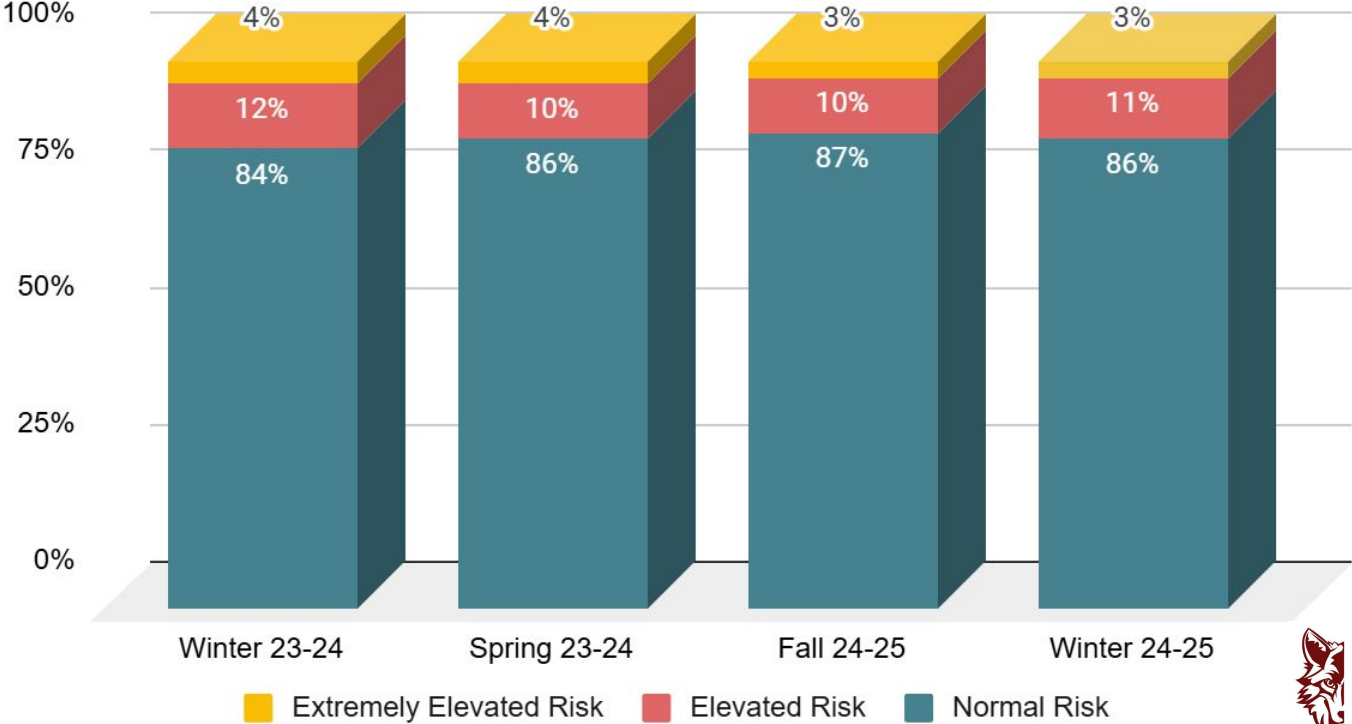
## *Screening Assessment*

- **BASC-3 Behavioral & Emotional Screening System**

# Social Emotional Learning

BASC-3 BESS results

## Risk Level



# Supporting Social & Emotional Health

- **BASC-3 Behavioral & Emotional Screening System**

# Improve BASC Data Process



- Map screening processes for all schools
- Data analysis support from ISD, MDHHS, Harvard GPL
- Improve communication with parents

## OPS Equity Plan

Goal 5.2 Teach students critical thinking skills.

Goal 3.2 Make accessible and readable information available to families in a variety of modes, including translations and accommodations for those with disabilities.

Goal 6.2 Utilize both quantitative and qualitative methodologies to explore and evaluate efforts to improve equity in academic proficiency among students.



# K-4 SEL Curriculum

## Everyday Speech

- Implemented in all 4 elementary schools
- Grades K-4
- Lessons taught by counselors and teachers
- **Staff survey (implementation)**



### OPS Equity Plan

Goal 2.2 Implement SEL programming that teaches and reinforces healthy relationships and empathy

Goal 4.3 Develop skills to interact effectively and respond to all cultural differences in a knowledgeable, respectful, and positive manner.

Goal 5.1 Include diverse cultures and perspectives in curricular materials.

**Unit 1: Self-Awareness**

**Unit 2: Self-Management**

*Unit 3: Social Awareness*

*Unit 4: Relationship Skills*

*Unit 5: Responsible Decision-Making*



# Incident Reporting



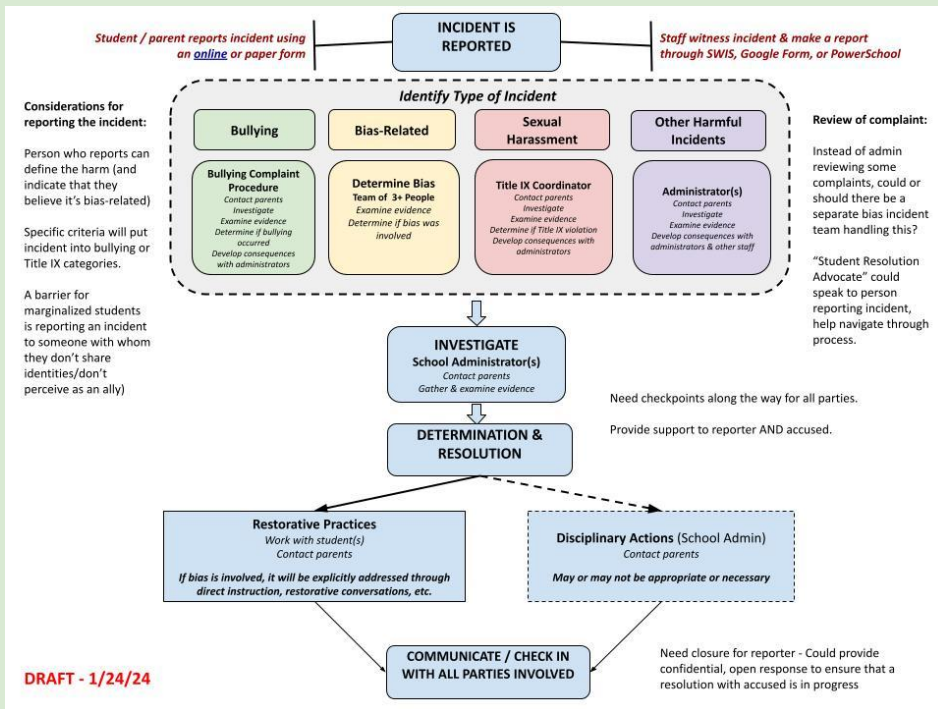
## OPS Equity Plan

Goal 8.1 Review, revise, and implement incident reporting mechanisms to ensure that they are accessible.

Goal 8.4 Incorporate research-based best practices into policies, practices, and procedures (e.g. restorative practices, culturally-responsive positive behavior intervention and support, etc.).

## Student-Student Incidents

- New expectations for information gathering and approach to investigation
- Using restorative strategies



# DEIAC Projects

## Student Spotlights

### Purposes:

- To gain insights into student experiences and identities, especially those who have been marginalized.
- To amplify student voices.

### Overview:

- Interview students and create short “spotlights” for distribution on the OPS website and in school/district newsletters.



## OPS Equity Plan

Goal 1.1 Provide people with opportunities to explore, reflect, learn more about, and celebrate themselves and one another.

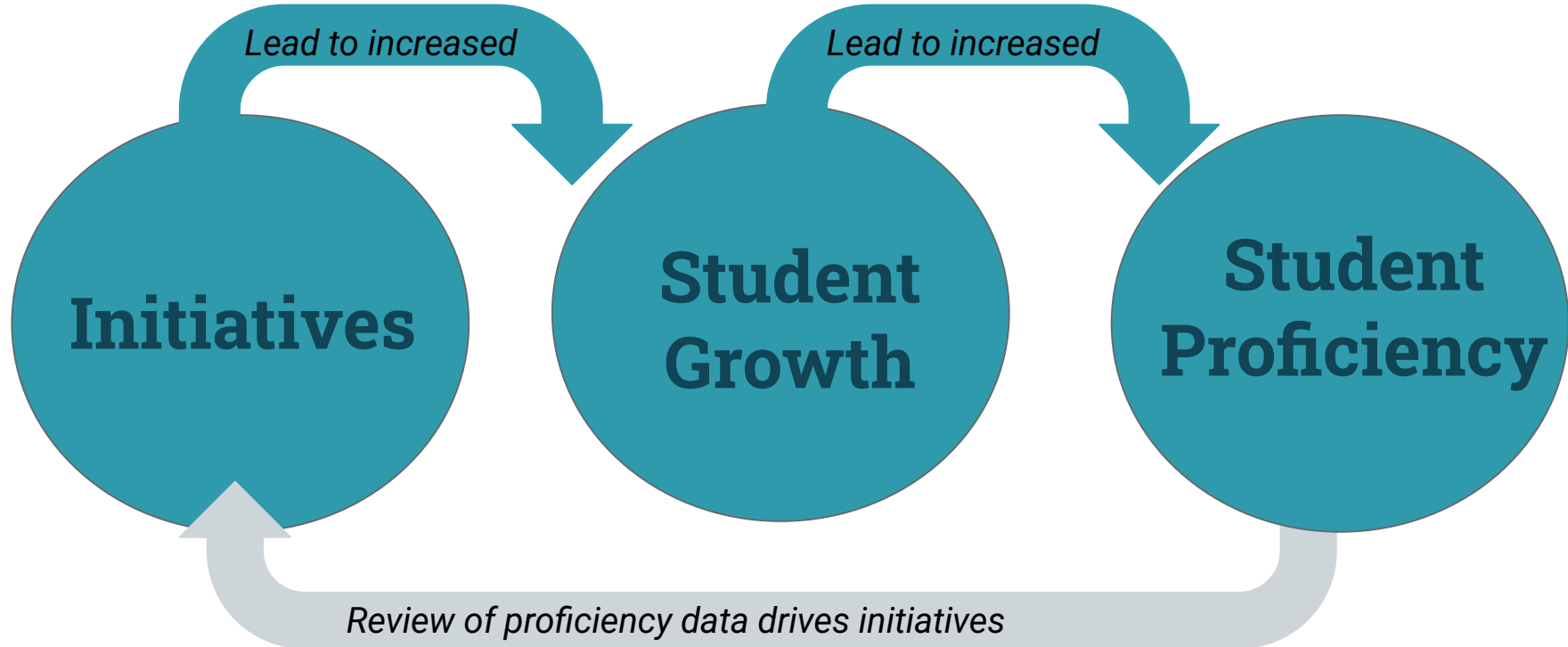
Goal 1.3 Amplify students' voices.

Goal 3.2 Make accessible and readable information available to families in a variety of modes, including translations and accommodations for those with disabilities.

## Online Community Resource Board

- Develop an accessible and comprehensive clearinghouse for resources for parents and caregivers
- Showcase students and their cultures to honor the diversity within our community

# District Goal Setting Process



# Coming Soon

**Equity Planning District Dashboard** - To monitor the impact of our work to meet the needs of all students.

## Dekemos Public Schools: Equity Planning District Dashboard

### INSTRUCTION/CURRICULUM/ASSESSMENT

GOAL #5: Our district's instructional practices, curriculum, and assessment methods are responsive to and inclusive of diverse perspectives, abilities, and cultures.

GOAL #6: Our students' academic assessment data show that the opportunity gaps between student groups have decreased.

Indicators	5-Year Goal	Baseline 22-23	Monitoring Over Time					Sta
			23-24	24-25	25-26	26-27	27-28	
<a href="#">% Graduation Rate (4-Year)</a>		92.35%						
% HS students enrolled in AP classes								
% HS students enrolled in CTE classes								
% 3rd graders foundational skill ready in Fall								
% 3rd graders proficient or advanced in literacy on M-STEP		61.8%	57.6%					
% 8th graders proficient in literacy on PSAT								

### CULTURALLY RESPONSIVE-SUSTAINING EDUCATION

GOAL #4: We have developed a district culture in which students, staff, families, and community members are prepared for an increasingly diverse society and world.

Indicators	5-Year Goal	Baseline 23-24	Monitoring Over Time					Status
			24-25	25-26	26-27	27-28	28-29	
Literacy % K-8 Met/Exceeded NWEA Growth Expectations								
Literacy % K-8 Economically Disadvantaged Met/Exceeded NWEA Growth Expectations								
Math % K-8 Met/Exceeded NWEA Growth Expectations								
Math % K-8 Economically Disadvantaged Met/Exceeded NWEA Growth Expectations								
% Receiving Credit for Algebra 1								

# Upcoming Presentation:

- Spring Data Review